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ASBURY THEOLOGICAL SEMINARY
Department of English Bible

OT(IBS)630 3 hours
MINOR PROPHETS (Inductive Biblical Studies)
Prerequisite: NT(IBS) 525 or 530

David L. Thompson
Spring 2001

I. GENERAL COURSE DESCRIPTION

This course is a study of the Minor Prophets which builds on the methodology of the first Inductive Biblical Studies course by further use of the skills learned there and by emphasizing the study of books as wholes. Accordingly, there is special focus on the initial survey of books as wholes, the interpretation a) of parts of books in the context of the books as a whole and b) of the books themselves as wholes. In addition, increased attention is given to thinking, valuing and living biblically by placing individual passages within their larger canonical contexts and by applying Scripture to life and ministry.

II. COURSE OBJECTIVES

- A. Methodology.** By the end of the course the student should be able evidentially and contextually to:
1. Interpret books-as-wholes and any of their parts in light of the whole;
 2. Evaluate and apply passages thus interpreted;
 3. Correlate by articulating the major claims of each biblical book studied as both distinct from and related to those of other biblical books.
 4. Describe the essential methodological aspects of Inductive Biblical Study.
- B. Content.** By the end of the semester the student shall be able to:
1. Trace the development contents of each book of the Minor Prophets studied in the course without recourse to the printed text, identifying major passages and delineating major themes;
 2. Demonstrate the importance of a sound methodology for interpretation, including specific examples from the Minor Prophets;
 3. Use a general knowledge of the historical and religious background of the Minor Prophets in the interpretation of these books.
- C. Attitude.** By the end of the semester the student should desire and intend to:
1. Apply the inductive method to other biblical books;
 2. Make the Minor Prophets the object of life-long study;
 3. Use the Minor Prophets as a resource for preaching, teaching and living.

III. TEXT, READINGS AND CLASS RESOURCES

A. Required Texts and Materials

1. Revised Standard Version of the Bible, or some other contemporary, standard (non-paraphrasing) version such as The New Revised Standard Version of the Bible, New American Standard Bible, with minimal editorial clutter in the layout.
2. Bible Study That Works. Revised edition. Evangel Press, 1994. David L. Thompson
3. Biblical Resources for Ministry, edited by David R. Bauer. Second edition. Nappanee, IN: Evangel Press, 1995.

B. Recommended Reading

The following commentary series are enthusiastically recommended for use. While there are both superior and less stellar volumes in these series, they are on the whole very useful and should be consulted for work in this course. In alphabetical order:

Anchor Bible (Doubleday)
Interpretation (John Knox)

New International Commentary on the Old Testament (Eerdmans)
McComiskey, T. E. The Minor Prophets (Baker)
Tyndale Old Testament Commentaries (InterVarsity)
Word Biblical Commentary (Word)

For more specific bibliography see Bauer's Biblical Resources.

C. History Collateral Reading and Self-Exam Chart

1. Reading. Thompson, J. A., "History of Israel," Zondervan Pictorial Encyclopedia of the Bible, vol. 3, pp. 335-354, especially pp. 343 ff. or some equivalent article of your choice, such as those on "The History of Israel" by C. F. Pfeiffer (International Standard Bible Encyclopedia, [1982] 2:908-924), H. H. Rowley (Interpreter's Dictionary of the Bible, 2:750-765), or entries in The Anchor Bible Dictionary, III:526-576. See below for required "self-examination" due by Mar. 02 (F).
2. Self-Exam based on reading in C.1.
Using the Appendix VI, "History of Israel," as a study guide, and studying Thompson's article in ZPED or the equivalent readings, the student shall gain sufficient mastery of the historical setting of the minor prophets to: 1) date each of the prophets by correlation with their major biblical and extra-biblical contemporaries, and 2) place them in the flow of major events of their world.

To express this competence the student shall

- 1) make a rough-draft, historical chart which includes these major persons and events and
- 2) invest a least one-half hour in explaining this chart and the history it presents to another person or conferring intentionally with another person (perhaps a colleague from this class) about the chart.

Report the person and the date and time of the above presentation, and submit with your chart and Thompson reading report no later than Mar 02 .(F).

Exception to III.C History Collateral and Self-exam!!

If you have already earned credit in a course in the History of Israel and the majority of the items in Appendix V are known to you:

1. Invest a minimum of 3 hours reading in a recent, significant text on the History of Israel (e.g., those by John Bright, J. M. Miller & J. H. Hayes) or a work like R. K. Harrison's Old Testament Times.
2. Report that reading March 02, instead of the history self-exam, with a one page, typed, single-spaced summary of the main items of interest to you in the reading.

D. Extra-credit Research and Bibliographic Review

Students wishing to earn extra credit should request an extra credit assignment sheet from the instructor. It outlines an approximately 15 hour investment whereby a semester grade can be raised one level (e.g., A- to A). Due by the last day of the semester.

E. Online Resources

The following (and other) materials will appear in an email (First Class) folder in your campus, First Class, e-mail desk top.

- PowerPoint slides and other documents. Copies of the Power point overheads/slides and other materials we use in class will be lodged here for your review and, if desired, duplication.
- Prophetic materials studies. Some selected studies I have done on prophetic texts but which we will not use in class will be found here.

WARNING. If you do print Power Point materials BE SURE TO MARK "PURE BLACK & WHITE" IN THE PRINT DIALOGUE BOX in order to avoid pools of ink on your paper or the library floor (It is not a pretty sight.).

INSTRUCTIONS FOR USE. Materials we will use in class will in some cases be posted here long before their use in class.

- You should consider these materials secondary sources.
- They should be consulted only after you have done your own work and then only with proper documentation and critical interaction. Undocumented use of these materials will be considered plagiarism. These materials are not a substitute for interaction with regularly published secondary sources.

CAMPUS EMAIL SERVICE. If you have not established you on-campus First Class email service you will need to do that to access these materials (See Kevin Heickes, BC 323). No cost to you for this.

F. Library Reserve Resources.

- Some of materials available digitally and additional materials are available in hard copy in a "Minor Prophets" box at the library reserve desk.
- Dr. David Bauer's five tapes entitled "Second EB: Abridged Introduction."
- Robert Traina. Methodical Bible Study.

IV. COURSE PROCEDURES

A. Inductive Studies of the Minor Prophets.

The most important part of the course will be the student's own, independent, direct studies of the Minor Prophets, due at class time and on the dates assigned.

A word about "**independent.**" It is understood that these lessons are primarily to be notes of the student's own direct study of the Bible, with reference to secondary sources only as is appropriate--to minimally interpretive works during the course of study and to more interpretive works only after considerable interpretive study of one's own. Then the student will be expected to give evidence of critical interaction with interpretive sources used. When secondary sources are used, clear documentation will appear. This is sufficiently important from methodological and instructional, not to mention moral perspectives that unacknowledged appropriation of significant information and ideas from interpretive or introductory resources will be considered plagiarism. **Plagiarism** will lead to a grade of zero for the lesson involved and may constitute grounds for failure in the course.

Students from cultures where extensive, undocumented use of secondary sources is acceptable should give particular notice to this aspect of North American scholarly expectations to which you will be accountable.

Independent here excludes reference to any previous student's work in the course and to lecture notes from any previous semester of OT(IBS)630. It is assumed that these notes and all work submitted for this course is the student's own work, done specifically for OT(IBS)630, and not previously submitted as part of any other course's requirements. Exceptions to these procedures, when group study is suggested, will be clearly announced.

Group consultation. In early stages of the course where group consultation is encouraged, students should still aim to participate in these consultations as independent contributors. Group participants will not simply reproduce and submit each other's work as their own and will not "divide up the tasks" to make together a group project.

B. Format & Submission of Papers.

To facilitate handling by my office and also by SPO personnel:

Each lesson should contain on the front page, upper right corner:

- Student's SPO

- Student's name (please print, large "font")
- Lesson numeral and page number (IV-1, IV-2)
- Date due/Date completed, e.g., "Due Feb 16 / Done Feb 14"

On succeeding pages you need only put your last name and the lesson-page enumeration. Staple or paper-clip every multi-sheet work submitted. No guarantees made on preservation of "stacks" of paper submitted.

The placement and order of this information are important for SPO handling. Do not center your name and SPO down in the middle of the cover page.

2. Please write/print on one side only of paper.
3. To aid the grading process, please write/print on one side only of papers.

C. Evaluation and Feedback

1. Lessons. All lessons are due, complete at class time as assigned on the dates posted with each separate lesson. They are due on these dates even though they will be submitted later with a group of lessons. Selected lessons of those submitted will be graded and returned in timely fashion for written feedback.
2. Classroom instruction and interaction. Main source of feedback.
3. Peer consultation. Group work will be encourage on several lessons to make insights and instruction from colleagues available.

D. Grade Components and Criteria.

(See Seminarian: The Catalog Edition and no. 3 below for grade values.)

1. Lessons and readings.

Lessons I-III	20%
Lessons IV-VII	25%
Lessons VIII-X	25%
Lessons XI - XIII	30%
2. Grading Criteria and Criteria of Excellence
The stated course objectives and the directions in the appendixes, especially Appendixes I, II and V provide the bases of evaluation. Careful attention should be paid particularly to the appended materials.
3. Assessment Reflected in Grade
(See Seminarian: The Catalogue Edition for grade values.)
 - A = Exceptional work: surpassing, markedly outstanding achievement of course objectives
 - B = Good work: strong, significant achievement of course objectives
 - C = Acceptable work: basic, essential achievement of course objectives
 - D = Marginal work: inadequate, minimal achievement of course objectives
 - F = Unacceptable work: failure to achieve course objectives
4. Class attendance and completion of lessons. See "course requirements" below.
5. Late work. Work submitted late may be accepted for credit but will not be given a letter grade, except in cases of emergency or by special arrangement with the professor.

E. Course Requirements

1. Completion and submission of all assignments and lessons in writing as assigned. At least 70% of the assignments must be completed to earn credit in the course.
2. Punctual attendance at all classes for the entire class, including the final session, May 18. Two absences are allowed without penalty. Every day of absence beyond that will cancel 0.5 credit for one lesson, unless provisions are made for make up work. Plan now to attend the final exam session, which we will use to do important integrative work.

3. Responsible handling of difficulty with class content or requirements, of late work, of absences or other matters related to participation in the class.

F. Calendar

1. Class will not meet Fridays, February 9 and March 16. Make up small group consultations will be scheduled.
2. Other regular calendar, see Lesson due dates.

V. INDUCTIVE STUDIES IN THE MINOR PROPHETS

Suggestions:

1. *Read through an entire assignment before beginning it.*
2. *Recall that items numbered separately are often interrelated and best considered together and done in light of each other.*

**Group One 20%
Lessons I - III**

LESSON I. SYLLABUS & FOUNDATIONS DUE: FEB 9 - MARCH 2

1. Read through the syllabus immediately, establishing the base of your accountability for acquaintance with its contents. Give special attention to Sections I - IV and V and Appendixes I, II and V. DUE FEB 14(W).
2. Read Bible Study That Works, revised edition. Two phase assignment:
 - a. Complete this reading by Wednesday, February 14.
 - b. Write a 500 word, typed, critical interaction with the work. DUE FEB 16 (F).
 - If you have already read BSTW2,
 - 1) read 90 pages of most interest to you in Robert Traina, Methodical Bible Study, and write the response; **or**
 - 2) select another text (or equivalent portion thereof) from Bibliography A to read and review on the same schedule as BSTW.
3. View David Bauer's "Second EB:¹ Abridged Introduction" video-cassette presentation on IBS method. Report completed viewing. DUE FEB 16(F)
4. History Self-Exam and Collateral Report Due MAR 02(F)
See instructions in Section III.C above.

LESSON II. SURVEY OF BOOKS AS WHOLE. JONAH DUE: FEB 21(W)

1. Title the paragraphs (for a larger book like Hosea, one might better begin by naming chapters). Discern the general nature of the work also (BSTW: 32-36).
2. Locate and title the main units and subunits in the book (here segments and divisions).²
3. Identify the **major structural relationships** governing the book as a whole (BSTW:36-43).
 - Describe the specific materials involved in each structure sufficiently that your structural understanding is clear. Give references.
4. Ask a brief, coherent set of **interpretive questions** regarding each major structural relationship observed and the materials involved in it (Appendix III) and record them with each major set of structural observations (BSTW:44-49).
5. On the basis of your structural observations, identify the **strategic areas** which provide insight into the book as a whole from the perspective represented by each major structural insight. Guided by your structural insight, give reasons for each selection in terms of significance of the material in the strategic passage for understanding the book as a whole. It may be helpful also to state these with each law (Appendix I#13).
5. Identify **literary forms and genres** of book-level significance.

¹ "EB," i.e., English Bible was the former designation of the courses and department referred to as Inductive Biblical Studies, i.e., "IBS."

² In a larger book like Hosea, one would group segments named into sections, sections into divisions, giving titles to each and then to the book.

6. Observe the **atmosphere/tone** of the book.
7. Note data bearing on such **critical questions** as author, place, date of writing, history of composition, recipients, etc. **Approach these questions inductively** from the book itself, not from introductory remarks in your study Bible or from other secondary sources. You will have plenty of time to consult these sources during the course of further study.
8. Note other **major impressions and questions** relating to the book as a whole.
9. Present your major findings (unit titles, structure, strategic passages.) on a book chart which shows the linear progression of the materials and the relative space devoted to major units.

LESSON III. SURVEY OF BOOKS AS WHOLES: JOEL

DUE: FEB 28(W)

Apply Lesson II to this book.

History Self-Exam and Collateral Report Due

DUE: MAR 02(F)

**Group Two 25%
Lessons IV - VII**

LESSON IV. INTERPRETATION OF STRATEGIC PASSAGE: JONAH 4:2
IN ITS SEGMENT & BOOK CONTEXT

DUE: MAR 07(T)

Transition from Book/Larger Context Survey

1. Review App. I:3, 16-38 to refresh your memory on tips that foster insight.
2. Bring forward the interpretive questions posed in your book survey that relate most clearly to this paragraph. [If no questions from this survey seem relevant, do a thought-flow survey of the passage, raise questions, and answer them by further analysis as indicated below.]

Survey Analysis

1. Select text mode
 - a. Multiple English Versions/without Hebrew (for those without Hebrew training).
 - b. Multiple English Versions/with Hebrew (for those with Hebrew training).
 - c. Hebrew alone.

WARNING: DO NOT COPY IN OR DOWNLOAD REAMS OF BIBLE TEXT INTO YOUR LESSON. USE THE VARIOUS TEXTS AND INCLUDE IN YOUR NOTES ONLY THOSE OBSERVATIONS ABOUT THE TEXTS WHICH WARRANT ATTENTION.
2. Structure. Divide the paragraph into clauses and discern the structures (Semantic, Rhetorical) which bind the clauses to each other within the paragraph, upon which you will make further observations and inferences below. A simple thought-flow analysis may be the best way to do this for a strategic passage.

Interpretive Analysis:

- Your own Inductive-Independent Research (primary and minimally interpretive sources: biblical text, lexicons, concordances, ancient texts/artifacts themselves)
1. Preliminary Definition of Key Terms. Definitions from biblical language lexicons w/o inference to establish probable field of reference.
 2. **Context: immediate, segment & book.** Analyze the passage, clause by clause, attending to such matters as those listed in App. IV. Attend not only to these clauses in this paragraph context but also to the relationships they have with the segment and book contexts. By far and away, this should be the major focus of your work.
 3. Word meaning. If it seems advisable, pursue key terms beyond the preliminary definition above by your own study of their use (Save consultation with other resources such as Harris's TWOT or Botterweck & Ringgren's TDOT for the consultative-secondary source research (see App. II and Bibliography VI.E). Draw inferences.
 4. Other relevant determinants (sources of information)?
 5. Summarize your findings and major, outstanding questions.

After you have done your own, primary source research - interpretation

Interpretive Analysis:

- Consultative-Secondary Source Research (commentaries, word study volumes, encyclopedias, dictionaries, journal articles, theologies, etc.)
1. Other interpreters. Consult critically respected interpreters of your passage and other resources treating aspects of the passage, such as social and historical context, (Remember App I:37-41).
 2. If time allows, return to the text for more of your own analysis, informed by your learning from the secondary sources.
 3. Summarize your findings.

Synthesis

Outline the theology of God as presented in the book of Jonah as you understand it.

LESSON V. SURVEY OF BOOKS AS WHOLES: AMOS

DUE: MAR 14(W)

Apply Lesson II to this book.

LESSON VI. SURVEY OF BOOKS AS WHOLES: HOSEA

DUE: MAR 21(W)

Survey this book, using Lesson II as a guide.

LESSON VII. INTERPRETATION & EVALUATION. JOEL 2:28-32 OR 3:14-21. DUE: MAR 28(W)

Review Appendix I:16-41, Appendix IV on "Observation/Analysis," and Appendix VI on Detailed Observation.

1. Interpretation. Apply Lesson IV to one of these passages.
2. Evaluation. Select one of your passage's major claims and evaluate it in order to determine the manner in which it speaks cross-culturally. See As with your interpretive work, separate observations from your evaluative inferences (cf. App. I:3, 34-36). Use primarily the evaluative determinants of Scriptural testimony/Canonical dialogue, and other evaluators.

Group Three 25%
Lessons VIII - X

LESSON VIII. DUE: APR 04(W)
INTERPRETATION, EVALUATION OF STRATEGIC PASSAGE: AMOS 9:7-15

1. Apply Lesson IV to this unit. You will need to select some two or three verses for major, detailed focus, while attending carefully to the meaning of the whole unit. Remember Appendix I, #16-41.
2. Evaluate the major truth of 9:7-15 discovered in your work. As with your interpretive work, separate observations from your evaluative inferences (cf. App. I:3, 34-36). Use primarily the evaluative determinants of Scriptural testimony/canonical dialogue, and other evaluators.

Class discussion will focus on the meaning and canonical significance of "rebuilding David's booth."

LESSON IX. STUDY OF BOOKS AS WHOLES. HABAKKUK DUE: APR 18(W)

1. Study the book of Habakkuk, proceeding as far as you can in the time you have.
 - Experiment with format and mechanics to suit your own preferences.
 - Use the principles of sound Scripture study learned thus far in your work while.
 - Keep written notes of your work for submission as a lesson.

2. Prepare to enter into class discussion on the meaning of this book, its relationship to other biblical revelation, and something of its significance for the present, so far as you are able to discern at your present level of work.

LESSON X. INTERPRETATION AND EVALUATION OF STRATEGIC PASSAGE: DUE: APR 25(W)
HABAKKUK 2:4b or 3.16-19.

1. Interpret either of these passages in context. Apply Lesson IV.
2. Evaluate and apply their central thrust. As with your interpretive work, separate observations from your evaluative inferences (cf. App. I:3, 34-36). Use primarily the evaluative determinants of Scriptural testimony/canonical dialogue, and other evaluators.

Group Four 30% **Lessons XI- XIII**

LESSON XI. SURVEY OF BOOKS AS WHOLES: MICAH DUE: MAY 02(W)

Apply Lesson II to this book.

LESSON XII. INTERPRETATION, EVALUATION, APPLICATION: MICAH 7:18-20 DUE: MAY 09(W))

1. Review Lesson V and adapt the instructions to the task of working with this paragraph interpretively. Give considerable attention to the context.
2. Select what you consider to be the most important truth discovered in your interpretation of this paragraph and evaluate it preparatory to application (See instructions in Lessons VII and VIII).
3. Apply the truth to situations to which it is now relevant, attending to both individual and corporate concerns.

FINAL LESSON XIII. MALACHI STUDY DUE: MONDAY, MAY 14, 3:00PM

• NOTICE:

EXCEPT BY PRIOR ARRANGEMENT THIS LESSON WILL BE ACCEPTED ONLY FROM PERSONS ATTENDING THE FINAL SESSION AND ONLY AT THE END OF THAT SESSION. The session will meet from 3:00 - 5:00 pm on the 14th.

1. Survey the book of Malachi (about 5 hours).
 2. Interpret Malachi 3:16-18, especially alert to ways in which the book's content and structure contribute to your understanding of these strategic verses (at least 5 hours).
 3. Evaluate and apply what you judge to be a major truth of this paragraph, or at least an issue you worked on (3 hours).
 4. Come to the final session prepared to discuss these matters.
- This study should indicate your skills in inductive Bible study and should represent a synthesis of previous studies in the Twelve Prophets insofar as they relate to an understanding of Malachi 3:16-18.

MAY 18 (F) ALL WORK DUE
• LESSON XV DUE AT CLASS TIME
• ALL OTHER WORK, INCLUDING EXTRA CREDIT WORK (SEE III.D) DUE BY 5:00 PM., FRIDAY, MAY 18.

VI. SELECT BIBLIOGRAPHY

See Section I below for extended bibliographies

A. METHODOLOGY & HERMENEUTICS (Including popular presentations^P)

Alter, Robert A. The Art of Biblical Narrative. Basic Books, 1981.

_____. The Art of Biblical Poetry. Basic Books, 1985.

**Blair, Edward P. The Bible and You. Abingdon-Cokesbury, 1953.

** Indicates a classic in the field of Inductive Bible Study.

- Brueggemann, Walter. Texts Under Negotiation: The Bible and Postmodern Imagination. Fortress, 1993.
- Carson, D. A. Exegetical Fallacies. Baker, 1984.
- Cotterell, Peter and Max Turner. Linguistics and Biblical Interpretation. Downers Grove: InterVarsity, 1989.
- **Eberhardt, Charles R. The Bible in the Making of Ministers. Association Press, 1949.
- Felder, Cain Hope. Troubling Biblical Waters: Race, Class, and Family. Orbis Books, 1989.
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- Hayes, John H. and Carl R. Holladay. Biblical Exegesis: A Beginner's Handbook. revised edition. John Knox, 1987.
- Hays, Richard B. The Moral Vision of the New Testament. HarperSanFrancisco, 1996.
- Job, John B. How to Study the Bible. Intervarsity Press, 1973.P
- Kaiser, Otto and Werner G. Kümmel. Exegetical Method: A Student's Handbook. Trans. E. V. N. Goetchius. Seabury, 1963.
- Kaiser, Walter C., Jr. Toward An Exegetical Theology. Baker, 1981.
- **Küst, Howard T. These Words Upon Thy Heart. John Knox, 1947.
- Lincoln, William C. Personal Bible Study. Bethany Fellowship, 1975.P
- Longman, Tremper III. Literary Approaches to Biblical Interpretation. vol. 3 of Foundations of Contemporary Interpretation. Grand Rapids: Zondervan, 1987.
- **Miller, Donald G. The Way to Biblical Preaching. Abingdon, 1957.
- Osborne, Grant. The Hermeneutical Spiral. InterVarsity, 1991.
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- Thiselton, Anthony C. New Horizons in Hermeneutics. Eerdmans, 1992.
- Thompson, David L. Bible Study That Works. Revised edition. Nappanee, IN: Evangel Press, 1994.P
- Traina, Robert A. "Inductive Bible Study Reexamined in the Light of Contemporary Hermeneutics," Interpreting God's Word for Today. Ed. J. E. Massey and Wayne McCown. Warner, 1982.
- **_____. Methodical Bible Study. 1952. Zondervan, 1982.

B. PROPHETIC LITERATURE

- Arnold, Bill T. and Bryan E. Beyer. Readings from the Ancient Near East. Baker, forthcoming.
- Blenkinsopp, Joseph. A History of Prophecy in Israel: From the Settlement in the Land to the Hellenistic Period. Atlanta: John Knox, 1983.
- Carroll, Robert P. When Prophecy Failed: Cognitive Dissonance in Prophetic Traditions of the Old Testament. New York: Seabury, 1979.
- Childs, Brevard S. Introduction to the Old Testament As Scripture. Philadelphia: Fortress Press, 1979.
- Clements, R. E. Prophecy and Covenant. Studies in Biblical Theology. London: SCM, 1965.
- Davies, L. J. D. L. The Origin and Development of Early Hebrew Prophecy. Bonn: Rheinischen Friedrich Wilhelms Universität, 1959.
- Donner, Herbert. Israel Unter den Völkern. Leiden: Brill, 1964.
- Harrison, Roland K. Introduction to the Old Testament. Eerdmans, 1969.
- Heschel, Abraham. The Prophets. 2 vols. New York: Harper, 1969.
- Hyatt, J. P. The Prophetic Criticism of Israelite Worship. Cincinnati: H. U. C. Press, 1963.
- Interpreting the Prophetic Tradition. Introduction by H. M. Orlinsky. Cincinnati: H. U. C. Press, 1969.
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C. Approaches to Prophecy

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- Blaising, Craig A. and Darrell L. Bock (eds.). Dispensationalism, Israel and the Church: The Search for Definition. Zondervan, 1992.
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- Kaiser, Walter C., Jr. Toward an Old Testament Theology. Zondervan, 1978. pp. 16-32, 182-185, 263-269.
- Pinnock, Clark. Biblical Revelation. Moody, 1971. pp. 208-227.
- Ramm, Bernard. Protestant Biblical Interpretation. Baker, 1970. pp. 215-275 (earlier edition, pp. 138-176).
- Zimmerli, Walter. "Promise and Fulfillment," Essays on Old Testament Hermeneutics. John Knox, 1963. pp. 97-108, 113-122.
- For prophetic literature in general, see Biblical Resources for Ministry (Bibliography G below)

D. INDIVIDUAL BOOKS

For individual books, see Biblical Resources for Ministry (Bibliography G below).

E. WORD STUDY RESOURCES

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